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ABSTRACT

These 20 inquiry exercises bridge the "understanding gap" between elementary school students' impressions and the reality of China. The exercises involve students in developing relevant understandings about China and the world, as well as in extending their skills in social studies and social education. Arranged alphabetically by title, the exercises include initiatory, developmental, and culminating inquiry into the affective and cognitive domains of learning. In all of the exercises, a possible instructional use is identified, teaching techniques and devices are described, and, when appropriate, teacher comments are also suggested. Students are asked to find the answer to a researchable question. For instance: one exercise involves determining China's place in the world by counting references to China from sources such as newspapers and recording the information in comparison with that for other countries. Students then construct a mental map of the world. Another exercise involves the identification of attitudes toward China through role playing. (Author/JH)

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WHERE IS THE FLOWERY KINGDOM?

Inquiry Exercises for
Elementary students

By James Hantula

April 1974

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Introduction

One of the challenges of the new social studies is teaching elementary students an understanding of the non-Western world. Yet, many non-Western cultures are not studied due to a lack of instructional time, inadequate teacher preparation, and insufficient materials. In particular, China is often ignored despite China's importance in the past and present. With President Nixon's visit to China in 1972, however, there appears to be a renewed interest in the Chinese ways of life.

Ever alert, the creative elementary teacher seizes this opportunity to bridge the "understanding gap" between students' impressions and the reality of China. Towards this end, the following inquiry exercises are provided. The exercises involve students in developing relevant understandings about China. Moreover, the exercises extend students' skills in social studies and social education. Most important, the exercises are catalysts for effective thinking about China and the world.

Arranged alphabetically by title, the exercises include initiatory, developmental, and culminating inquiry into the subject areas of art, music, language arts, science, and social studies. In addition, the exercises include evaluative inquiry into the affective and cognitive domains of learning. In all of the exercises, a possible instructional use is identified and teaching techniques and devises are described. When appropriate, comments by the teacher are also suggested in many of the exercises.

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Exercise #1

A Picture Is Worth a Thousand Words

A visual inquiry exercise, "A Picture Is Worth a Thousand Words" involves students in an indirect experience with Chinese life. The picture may be a photograph, a line drawing, a sketch or a painting. It may be in the form of illustrations from books and magazines, loose pictures, filmstrips, and slides. The most useful picture is one which tells a story. Unlike a motion picture, it allows for unlimited discussion time and, hence, an excellent device for individualized instruction.

During the study of China, students view pictures selected by the teacher for study. As each picture is studied, the teacher could ask, "What are the objects in the picture?" After enumerating the objects in the picture, the teacher could then ask, "Tell me in your own words what is happening in the picture." Upon conclusion of the students' description of what is happening, the teacher could then direct students to make the inferences and interpretations appropriate to the picture under study.

Also during the study, the teacher could direct students to draw their own pictures and critically review them. In this regard, a particularly useful strategy is to have students draw a picture of a Chinese family scene during the first days of the study. Later, during the last days of the study, the students draw another picture of a Chinese family scene. A comparison of the two drawings would indicate students' progress in gaining insight into the Chinese way of life.

In making the comparison, the teacher could review the steps previously taken in the study of the picture. The teacher could ask the following

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questions:

What are the objects in each picture?

Tell me in your own words what is happening in each picture.

In addition, the teacher could ask the following questions:

Is the Chinese family scene in the first drawing different or the same as that of the second drawing?

What would be three questions you might ask the Chinese family shown in the first drawing? the second drawing?

According to these pictures, what would be one fact about Chinese families?

What guesses can you make that would tell us why the second drawing is different from the first drawing?

More effective use of the picture is possible if the picture is cropped and dry mounted. In addition, the picture can be protected from abuse if the picture is sprayed with a plastic coating or laminated. If laminated, the picture can be enclosed in an oversize piece of clear acetate. The picture can then be mounted on a bulletin board without damage from thumb tacks. Once protected, the picture can also be used as a device for stimulating discussion in small and large groups.

Pictures on China are available from commercial sources. More current and less expensive pictures, however, are often published in newspapers, magazines, calendars, commercial advertisements, travel literature, brochures from embassies and information agencies, pamphlets from voluntary organizations, and other ephemera. Many of these materials contain extraordinary pictures which can be used effectively as inquiry devices by the creative teacher.

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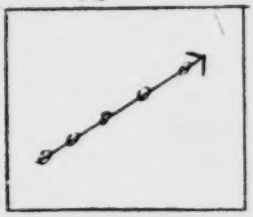
Exercise #2

Between Now and the Year 2000

A culminating inquiry exercise, "Between Now and the Year 2000" provides students with a future perspective to their study of China. In effect, it asks students to hypothesize and, later in life, test their hypothesis about the future of China. To simulate hypothesis formation, the teacher could ask, "What will China be like in the year 2000?" Following several responses by students, the teacher could direct the process of hypothesis formation by drawing the following series of boxes on the chalkboard or overhead projector.

#1



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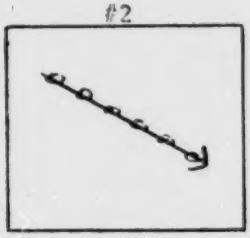

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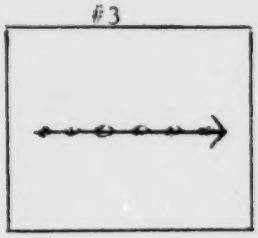

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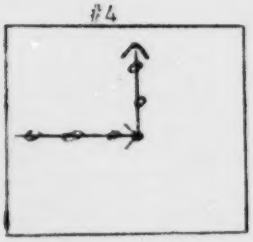

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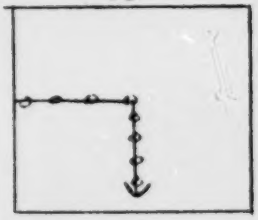

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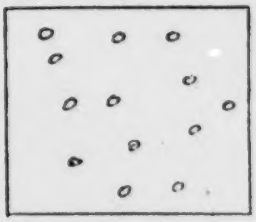

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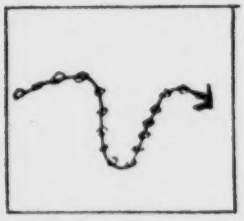

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After drawing the series of boxes, the teacher could then say, "Suppose the pattern in box #1 represents China by the year 2000. It shows us that China will gradually get better between now and the year 2000. Suppose the pattern in box #2 represents China by the year 2000. It shows us that China will gradually get worse between now and the year 2000. Suppose the pattern in box #3 represents China by the year 2000. It shows us that there will be no change in China between now and the year 2000. Suppose the pattern in box #4 represents China by the year 2000. It shows us that China will experience a sudden change for the better between now and the year 2000.

Suppose the pattern in box #5 represents China by the year 2000. It shows us that China will experience a sudden change for the worse between now and the year 2000. Suppose the pattern in box #6 represents China by the year 2000. It shows us that China will experience chaos between now and the year 2000. Suppose the pattern in box #7 represents China by the year 2000. It shows us that life in China will repeat itself over and over again between now and the year 2000. Which of these patterns do you think will represent China between now and the year 2000?"

Most likely, students' responses will vary. As the exercise is a culminating exercise, the teacher could ask, "What are some examples from our study that would seem to make your guess true?" Depending upon the maturity level of the class, the teacher could also ask, "What is one reason that would seem to make your guess true?" Finally, the teacher could ask, "Is it correct to say that one pattern is the only pattern which represents China between now and the year 2000?" On this interpretation question, the study might well conclude.

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Exercise #3

Case Study

One of the more useful inquiry exercises, "Case Study" focuses upon a single idea, activity, or object from China. Through an intensive study of a singular instance, students are guided toward valid generalizations about the Chinese way of life. As an inquiry device, a case study is composed of three parts: an introductory statement, a set of questions which highlight certain aspects of the case, supporting data. The latter includes, when possible, an intercultural component which links China with the United States.

Discrete as the culture which is illustrated, the case study may be a story, a vignette, a journalistic historical narrative, documents, text, an interpretive essay, or a problem. Moreover, it can be used for at least two general purposes, either: (A) to illustrate foregone conclusions, or (B) to provoke controversy and debate. The best case study, however, is built around a problem of concern to the individual. It presents a variety of alternatives to a common problem about which something can possibly be done.

Case studies on China might focus on one of the following topics: a Chinese story, selected articles from a Chinese publication, an account of everyday life of a particular Chinese family, a letter from a Chinese relative, a biography of a Chinese leader, or a report on natural disasters in China. Other case studies might focus on a single creative effort of the Chinese. These case studies might include studies of Chinese words, poetry, songs, illustrations, paintings, or sculptures.

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To assure students' learning from the case studies, the teacher could ask the following questions:

1. What feature of Chinese life is described by the case study?
2. Draw a picture of the feature of Chinese life illustrated by the case study.
3. In what ways are the features of Chinese life, illustrated by the case study, like the American way of life?
4. After studying the case study, what questions would you ask a Chinese in order to understand better the Chinese way of life.
5. Tell several ways in which the case study helped you understand better the Chinese way of life.

Other questions could be devised by the teacher in accordance with the objectives of the study.

With appropriate teacher direction, the case study is an especially effective device for developing effective thinking. Case studies which focus on the topics would encourage deductive and inductive thinking. In contrast, case studies which focus on a single creative effort of the Chinese would encourage transductive thinking. In the latter case studies, the materials vary from the concrete to the abstract. The selection and organization of data, however, is largely controlled by students.

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Exercise #4

China and the United States

A geographic inquiry exercise, "China and the United States" leads students to an understanding of the size and location of China compared to the United States. The comparisons are illustrated by sets of transparencies shown on the overhead projector. As each set of transparencies is shown, the teacher asks students to make the appropriate inferences. For example, the set of transparencies illustrating a similarity of size would be as follows:

The set is composed of two transparencies. The first transparency is an outline map of China; the second transparency is an outline map of the United States drawn to the same scale. As the set is shown, the teacher could ask, "In what way is the size of China like the size of the United States?" By studying the transparencies, students learn that China and the United States are both large countries. Students also learn that China is about one third larger than the United States. Upon conclusion of the discussion, students should be able to identify at least one similarity and one difference between China and the United States.

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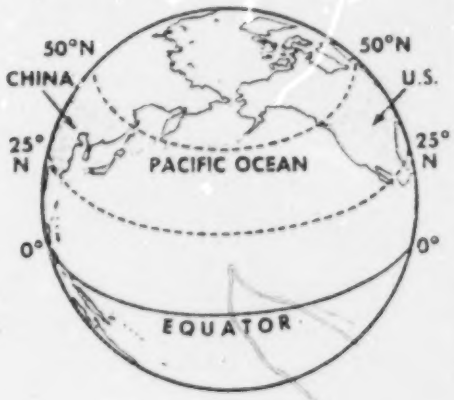
The second set illustrates location; it is also composed of two transparencies. In this set, the first transparency is an outline map of China with the lines of latitude and longitude indicated. The second transparency is an outline map of the United States also marked with the lines of latitude and longitude. The set would be as follows.



As this set is shown, the teacher could ask, "In what way is the location of China like the location of the United States? By studying the transparencies, students learn that the United States is located between the parallels of 25 and 50 degrees north latitude. They also learn that China lies mostly within the area between 25 degrees and 50 degrees north latitude. Additional transparencies of the world could also be used to show students that China is separated from the United States by the Pacific Ocean.

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Exercise #5

China's Place in Our World

A spatial visibility inquiry exercise,"China's Place in Our World" challenges students to construct mental maps of China's place in our world. Drawing from current sources, the exercise enables students to construct such maps by an intensive study of newspapers, magazines, radio, and television. From each source, a single map is constructed on graph paper. Once students learn how to determine China's place in our world, however, the form of resulting maps may be a product of the imagination.

Depending upon the maturity of the students, a single source may be appropriately studied for a limited time. The study may be limited to a week of daily newspapers, several months of weekly newsmagazines, or a series of newscasts on radio and television. If the latter sources are utilized, tapes of the broadcasts may be made and replayed during the study. During the school year, several sets of these sources could be compiled and used for determining China's place in our world.

Students find out China's place in our world by noting, on a separate sheet of paper, the number of times China is mentioned in one source. If the source is a newspaper, for example, China might be mentioned in a headline, a dateline, or an article. Each time, China is mentioned in a headline, students count one for China. If the headline is followed by a dateline: "Peking," students count another one for China. Similarly, each time the word China or a city in China is mentioned in an article, students count another one for China.

In order to find out the other countries which make up our mental map, students also count the number of times which the other countries of the world

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are mentioned in the newspaper. Each time, a country is mentioned in a headline, dateline, or an article, students count one for that country. Upon conclusion of their counting, students will have a list of all of the countries mentioned in the newspaper and the number of times each country is mentioned. From this data, students construct a mental map of the world on a sheet of graph paper.

To construct the mental map, students fill in a square for each time a country is mentioned in the newspaper. In filling the squares for China, students use a different color pencil in order to illustrate clearly China's place in the world. When the map is done, students add a key at the bottom of the graph paper. After the mental maps are completed, the teacher could ask, "According to our mental map of the world, which country is the most important country in the world?"

Having identified the most important country on our mental map of the world, the teacher could then ask, "According to our mental map of the world, is China one of the more important countries in the world?" After students have determined China's relative importance on our mental map of the world, the teacher could then ask, "What guesses can you make that would tell us why China seems to be less important than the United States in our world?" Finally, the teacher could ask, "From what we have learned, draw your own picture of China's place in the world."

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Exercise #6

Chinese Communities

A memory and translation inquiry exercise, "Chinese Communities" requires students to make up a rebus for the names of selected Chinese communities. The teacher could ask, "Can you make up a combination of letters and pictures of things whose names sound like the names of the following communities of China?" Possible communities might include: Canton, Peking, and Shanghai. The appropriate rebus might be devised by an individual student, a small group, or the entire class.

For example, the name "Canton" might be depicted by a picture of a tin can plus the weight of a ton expressed in points. In this rebus, Canton would be depicted as noted below.

\+ 2000 pounds = ?

In contrast, Shanghai might be depicted as a combination of letters and pictures such as the letter S plus a picture of a man hanging from a rope and the word "hi." This rebus would be depicted as noted below.

S + + HI = ?

Similarly, students could be asked to make up a combination of letters and pictures of things whose names sound like the names of cities which contain Chinese communities. Possible cities might include: Chicago, Hong Kong, and Honolulu. Students can make up an appropriate rebus for each of these cities or other communities noted in the study of China. From their efforts,

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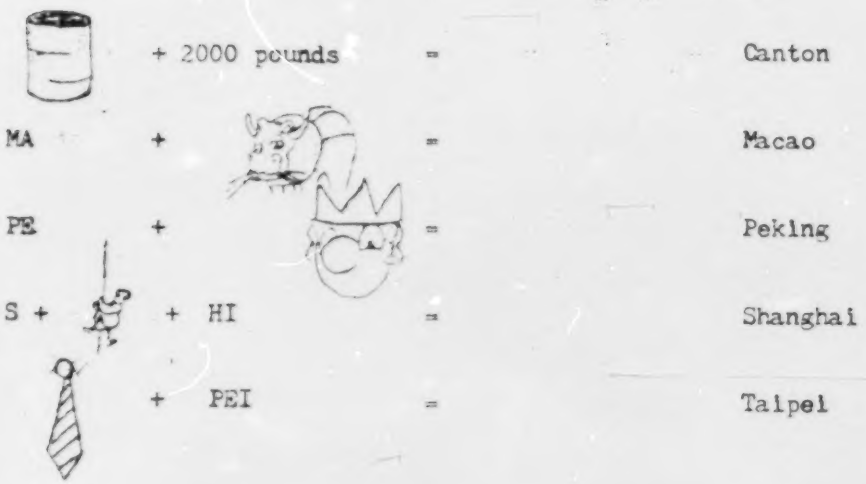
the teacher could make up a transparency of the best rebus for each Chinese community studied in class. In one class, the transparency contained the following letters and pictures of things whose names sounded like the names of several major cities of China.

Cities of China



As the transparency is shown in class, the teacher could then use the opportunity for having students recall the names of the communities studied in class. After reviewing the names of the communities, the teacher could then ask, "Which of these communities are located in the People's Republic of China?" In regard to Chinese communities located in the United States, the teacher could also ask, "In which state is each of these Chinese communities located?" Through these questions, the teacher can extend students' geographic knowledge of Chinese communities.

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Exercise #7

Chinese Things

An artifact inquiry exercise, "Chinese Things" acquaints students with significant objects from China. In the exercise, the teacher sensitizes students to objects made in China as well as objects which originated from China. The former includes Chinese things such as: plastic toys, appliances, fire extinguishers, motorcycles, textiles, canned fruits and vegetables, frozen fish and shrimp, sports equipment, tea, rice, lacquer ware, dolls as well as everyday clothing and tools.

The latter includes Chinese things which have been "gifts" from China to the world. These objects include: silk, cast iron, the folding umbrella, lacquer, paper, the wheelbarrow, tea, the horse collar, the kite, printing, canal lock gates, the compass, explosives, playing cards, and dominoes. In addition, the "gifts" from China include works of art, literature, music, and drama which are Chinese expressions of life in China.

When deemed appropriate by the teacher, the objects are displayed in class or viewed at a museum. As each object is studied, the teacher could ask, "What does this object tell us about the Chinese way of life?" Student responses might include shared as well as distinctive features of Chinese life evidenced by the object. In order to insure a balanced understanding, the teacher also supplements the displays with appropriate audio-visual materials.

Especially useful in this regard are Chinese stamps and coins. The sixtieth birthday stamps of the Republic of China, for example, provide four distinctive perspectives of China. Issued on October 10, 1972, to commemorate

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the founding of the Republic of China, all of the stamps feature the National Flag. In addition, one stamp illustrates the emblem celebrating the sixtieth anniversary. Another stamp has as its central design the national anthem and a map of China.

A third stamp contains a portrait of Chiang Kai-shek, together with a copy of the Chinese Constitution. In contrast, the fourth stamp contains a portrait of Sun Yat-sen and a copy of the Three Principles which served as a guidepost to the Chinese Revolution. Other Chinese stamps containing pictures of famous paintings, musical instruments, buildings, the model citizen's life, and notable Chinese are avialable from the Republic of China or stamp dealers in the United States.

Similarly, Chinese coins are a rich source for examples of Chinese things. Like stamps, coins are examples of objects from China. Moreover, they also depict aspects of Chinese life which heighten students' interest in China. If properly protected, they can be passed around and handled by the students. As many students have a previous interest in stamp and coin collecting, these Chinese objects are excellent devices for stimulating inquiry about China.

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Exercise #3

Crisis

A simulation exercise, "Crisis" involves students in an imaginary situation of possible conflict between the United States and the People's Republic of China. In each crisis, students play the role of the President of the United States. The students' task is to make two decisions which would be in the best interests of the United States. The first decision is their preferred decision; the second decision is their next more preferred decision. The decisions may be made by individuals or groups of students.

To aid students in making their decision, seven alternatives are presented for the crisis. Sample crises and possible decisions are noted below.

CRISIS #1: The People's Republic of China demands that American shipping stop all freight transport to the Republic of China.

If you were the President, what would you decide to do?

DECISIONS:

a. Blame the American ship owners who have been carrying on such traffic.
b. Demand an explanation, if necessary send the matter to the United Nations.
c. Refuse to agree to the demand, ask the People's Republic of China to attend to her own affairs and not meddle in ours.
d. Take the whole thing calmly, the matter is bound to be settled after a while.
e. Start investigations to find out what would best serve American interests.
f. Feel that we were in a difficult situation, with nobody to blame.

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CRISIS #2 — The People's Republic of China has taken away the property of American missionaries and refused to pay the United States for it.

If you were the President, what would you decide to do?

DECISIONS:

a. Attack the People's Republic, make it sorry it did this to Americans.
b. Demand money for the property, send the matter to the United Nations.
c. Do nothing about it; the Chinese are masters in their own country.
d. Let the matter rest until we know more about the People's Republic.
e. Blame the American missionaries for having incurred the ill-will of the Chinese.
f. Offer China aid on a non-missionary basis.

CRISIS #3 — The People's Republic of China has begun to tell the world over several short wave radio stations, that the United States is a nation interested only in war.

If you were the President, what would you decide to do?

DECISIONS:

a. Get the United Nations to take the matter up.
b. Do nothing; all large nations do the same thing.
c. Start jamming, or do the same thing.
d. Take it calmly, wait and see.
e. Wonder whether the Chinese might be telling the truth.
f. Invite the Chinese broadcasters to the United States to get to know the country.

The values implied by students' decisions could become more clear if the roles of the United States and the People's Republic of China were reversed. By adapting the crisis situation and possible decisions, the teacher could ask students to play the role of the leader of the People's Republic. Again, their task would be the same - to make two decisions which would be in the best interests of the nation which they lead. A comparison of their decisions in both roles might indicate a striking similarity of values; only the value objects would probably differ.

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Exercise #9

Data

Especially useful for inducing reflective thinking about China is the "Data" inquiry exercise. This exercise consists of comparative data and a set of questions for the student to answer. Ideally, it enables the student to process information on a single aspect of China. It asks the student to locate, acquire, organize, interpret, and evaluate information and requires the student to express his newly acquired understandings in discussion and writing.

For example, geographic data as to elevation of the major cities in China could be gathered and placed on a chart. Accordingly, the chart would appear as follows:

Cities in China	Elevation
Canton	31'
Chungking	787'
Kumming	6,080'
Peking	165'
Shanghai	20'
Tientsin	15'

For a comparative perspective, data on the elevation of the students' home city and major cities in his state could also be gathered and placed on the chart. For students living in Waterloo, Iowa, the chart would now appear as follows:

Cities in China	Elevation	Cities in Iowa	Elevation
Canton	33'	Cedar Rapids	730'
Chungking	787'	Davenport	590'
Kumming	6,080'	Des Moines	805'
Peking	165'	Dubuque	645'
Shanghai	20'	Sioux City	1,110'
Tientsin	15'	Waterloo	850'

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After presentation of the data, the teacher could ask students the following set of questions:

1. Construct a line graph illustrating the elevation of cities in China and Iowa.
2. Is the pattern of elevation in China different from the pattern of elevation of Iowa?
3. Which city in China has an elevation most like the elevation of Iowa?
4. Which cities in China have an elevation less than the elevation of Davenport?
5. Which cities in China have an elevation greater than the elevation of Sioux City?
6. What guesses can you make that would tell us why the elevations of cities in China differ?
7. Do you think the landscape of Shanghai would look like the landscape of Kumming?
8. Would the climate of Peking be similar to the climate of Canton?
9. Do you think that differences in climate between China and Iowa is due to differences in elevation?
10. Would the climate of Peking be similar to the climate of Waterloo?

Alternative geographic data might include information as to rainfall, seasons, temperatures, or other facts relevant to the study of China. Together, some of the data might also be translated into a climatic chart for each city. On the chart, the pertinent data could include elevation, latitude, longitude, mean annual temperature, mean temperature range, mean annual rainfall, number of rainy days, number of days in the growing season. A more refined climatic chart could also include data for each month of the year.

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Exercise #10

Heroic Sisters on the Grassland

A socialization inquiry exercise, "Heroic Sisters on the Grassland" involves students in a direct experience with the socialization process of the People's Republic of China. Although an example of propaganda, it provides many opportunities for students to extend their skills in determining heroes from the ordinary people. Moreover, it is easily translated by students into drawings and other appropriate visual means of expression. Most important, it offers intercultural insights into the Chinese way of life.

Often told in the form of an animated cartoon in color, "Heroic Sisters on the Grassland" is the story of two "young heroines brought up on Mao Tse-tung Thought."[1] The names of the young heroines are Lungmei and Yuyung. Their story is as follows:

This story has been removed to conform with copyright law.

[1] Heroic Sisters on the Grassland is a favorite cartoon film of the Chinese children in the People's Republic of China. According to an official source, it tells a true story which took place in 1964 A.D. on the Inner Mongolian grassland. This version of the story was noted in China Reconstructs March, 1971, pages 41-42.

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After telling the story, the teacher could ask, "Tell me in your own words the story of the heroic sisters of the grasslands." For each part of the story, the teacher could also ask, "Draw a picture which shows what is happening during this part of the story." As there are fifteen parts to the story, each part could be illustrated by individuals or small groups. The illustrations may be drawn with colored pencils, crayons, or paint on single sheets, poster board, or on a roll of craft paper.

As the inquiry exercise draws to a conclusion, the teacher could ask, "Would it be correct to say that Lungmei and Yuyung were heroes?" In leading the discussion of this question, the teacher directs students to make a list of the characteristics of a hero. To test the validity of the list, the teacher could ask, "If you acted like a boy or girl you describe as a hero, would you call yourself a hero?" Upon determining a valid list of characteristics, the teacher directs students to evaluate Lungmei and Yuyung according to these characteristics.

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Exercise #11

How the Chinese Got Their Name

A language arts inquiry exercise, "How the Chinese Got Their Name" draws from the natural imagery of students by providing an opportunity for creative story telling. Given the opportunity, students tell their stories to the teacher. The stories might be inspired by a suggestion from the teacher, audiovisual materials, or from the students' own experiences. To facilitate story telling, the stories are recorded on tape. Later, the stories are transcribed for use in class.

For example, Anthony Lang - an elementary student in New York City, told the following story entitled, "How the Chinese Got Their Name."

This story has been removed to conform with copyright law.

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In listening to the tape, the teacher could note pronunciation errors. The patterns of mispronunciation could be isolated and translated into effective language instruction. Particular problems could be translated into drills in which students would hear the word, say the word, read the word, and write the word. Such drills are especially helpful in learning the names of Chinese names for cities, people, and things. Once the format of the drills is established, it could be repeated in later work on grammar and sentences.

Similarly in transcribing the stories, the teacher could note grammatical errors. The patterns of grammatical errors could be also isolated and translated into effective language instruction. Particular sentences could be written out on the chalkboard or the overhead projector. Together with the students, the teacher could direct discussion towards correction of the errors. These sentences could also be translated into a drill in which students hear the sentence, say the sentence, read the sentence, and write the sentence.

After a number of stories are collected, students could make a class book of the best stories. These stories could be illustrated by students. If dittoed, multiple copies of the stories could be produced, and inserted in file folders. The folders could be stapled, taped, and covered with a plastic coating. Upon conclusion of the project, a copy of the class book could be distributed to each student and placed in the school library. Over the years, a sizable collection of children's literature would become available for study by students and teachers alike.

[2]Reprinted in Roger Landrum A Day Dream I Had at Night(New York: Teachers and Writers Collaborative, 1971) page 71.

Exercise #12

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Identifying Attitudes

An evaluative inquiry exercise, "Identifying Attitudes" sensitizes students to the role of attitudes in their study of China. Towards this end, it makes use of an attitude survey. Ideally, the survey employs a single device to measure a single attitude. For example, one device is the check list; one attitude is the feeling towards prestige as characteristic of a world power. In order to evaluate students' attitudes toward world prestige, a checklist of sources of prestige could be compiled by the teacher.

Such a checklist might include the following sources of prestige:

Sources of World Prestige of a Country

Winning Wars

Law and Order

Protecting the Free Peoples

Having Many Factories

Having No Poor People

Making Scientific Discoveries

Creating Great Art and Music

Having Nuclear Bombs and Missiles

Landing a Man on the Moon

Amount of Wealth

On the checklist, students could be asked to mark the responses which are the most important to themselves. Depending upon the maturity of the students, students could also be asked to rank the sources of world prestige in order of importance to them. In addition, students could be asked to play the role of a leader of the People's Republic of China and mark the checklist accordingly. An evaluation of students' responses would indicate students' attitude towards

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world prestige and empathy for the Chinese.

An alternative strategy for measuring empathy is to use the paired scale device and appraise the character of China and the United States. In order to evaluate students' attitude towards the character of China, a list of paired characteristics could be compiled by the teacher. A sample list of paired characteristics is noted below.

complex----------simple

ugly----------beautiful

happy----------sad

hopeful----------fearful

old----------new

For each pair of characteristics, students could be asked to mark on a scale in order to indicate agreement or disagreement with the particular characteristic as descriptive of China. If divided into three segments, the scale might read as follows for the first pair of characteristics:

complex	1	3	5	simple
	I	I	I	
	agree very much	equally agree and disagree	agree very much	

The same scale could be marked for the remaining pairs of characteristics.

Once again, students could be asked to mark a separate set of scales in order to indicate his agreement or disagreement with the particular characteristics as descriptive of the United States. An evaluation of responses would indicate students' attitudes toward each characteristic and, more important, empathy for the Chinese. On the scales, students' choices which are similar in their appraisal of the character of China and United States, are essentially choices indicating empathy.

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Exercise #13

Is the Chinese Way of Life Like the American Way of Life?

An initiatory inquiry exercise, "Is the Chinese Way of Life Like the American Way of Life?" requires students to apply their skills in asking relevant questions agout the Chinese and American ways of life. Students' questions indicate to the teacher those items of information which would be most useful for students to acquire during their study of China. As students cannot learn more about China than previous experiences permit, the questions serve as guideposts to appropriate instruction.

At the outset of instruction, the teacher could say, "In many ways China is like the United States. China is a large country and the United States is a large country. Many people live in China and many people live in the United States. The way of life in China has been followed for many years and the way of life in the United States has been followed for many years. In many ways, the way of life in China is like the way of life in the United States. In what ways do you think the Chinese way of life is like the American way of life?"

After a brief discussion of several ways in which the Chinese way of life is like the American way of life, the teacher could ask, "Tell me, which of the following questions about the Chinese and American ways of life, would you most like to have answered during our study of China?" Is the way of life in China like the way of life in the United States as to:

1. location?
2. climate?
3. look of the land?
4. plant life?
5. resources?
6. animal life?
7. kind of people?
8. clothing and jewelry worn?

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9. food eaten?
10. everyday life?
11. school life?
12. rules and laws?
13. church life?
14. ways of measuring things?
15. use of machines?
16. use of money?
17. home life?
18. family life?
19. problems in growing up?
20. ways of travel?
21. farm life?
22. ways of talking and writing?
23. city life?
24. ways of enjoying life?
25. feeling better than others?

In responding, students could indicate one of the following three choices for each question:

A. This question is one which I would most like to have answered during our study of China.

C. This question is one which is not especially interesting to me to have answered during our study of China.

E. This question is one which I would least like to have answered during our study of China.

Students could respond by marking an answer sheet with the appropriate letter or drawing a smiling face for response A, an unsmiling face for response C, or a frowning face for response E.

Students' responses entail exercise of the inquiry skill of application. If the teacher translates students' responses into guideposts for instruction, the responses become a cognitive map for the study of China. By following this map, the teacher provides opportunities for students to develop cognitive empathy for the Chinese way of life. Consequently, the resulting study of China enables students to grasp selected functional correspondences between the Chinese and the American ways of life.

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Exercise #14

Making Chinese Things

A developmental inquiry exercise, "Making Chinese Things" involves students in making their own Chinese things. These things include kites, wood block prints, musical instruments, and the compass. For each thing, students are given directions by the teacher. After following the directions, students try out their Chinese thing to see if it works. In effect, students test an unstated hypothesis that the Chinese are an inventive people.

To make a kite, students follow these directions:

1. Place a short thin strip of wood across the upper part of a longer strip of wood.
2. Tie the two strips together where they cross.
3. Connect the four ends of the strips with a string.
4. Place the strips on a large piece of wrapping paper.
5. Draw an outline of the strips and string on the paper.
6. Cut the paper around the outline.
7. Paste the edges of the paper around the string.
8. Attach a narrow strip of cloth to the bottom of the kite.
9. Tie a long string to the kite where the strips cross.
10. Go, fly your kite!

To make a block print, students follow these directions:

1. Cut a raw potato into two equal parts.
2. Draw a design on the flat end of one of the parts.
3. Cut away the potato around the design leaving the design raised.
4. Press the design on an inked stamping pad or paint the design.
5. Stamp the design on paper.

For a more authentic Chinese block print, students could use a wood block in

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place of a potato.

To make a compass, students follow these directions:

1. Rub a steel needle, one way, many times on one end of magnet.
2. Place the needle through two holes of a small piece of paper so that the needle is straight across.
3. Attach a thread to the needle so that the needle hangs straight across.
4. Tie the other end of the thread to a small strip of wood.
5. Place the strip across the top of a glass jar.
6. Let the thread and needle hang inside the jar.
7. Do not let the paper touch the sides of the jar.
8. When the needle stops moving, one end will point toward the north.
9. Color this end of the needle.
10. Now, find out which direction is south, east, and west.

After determining the cardinal directions, students could then use the compass to find out the direction of the class room, the front of the school, and their homes.

Finally, to make musical instruments, students follow these directions:

1. Secure twelve lengths of bamboo.
2. Cut one length to be a very short length.
3. Cut a second length to be one third longer than the first length.
4. Cut succeeding lengths in the same way - each, one third longer than the previous length.
5. Notch each length in the same place, near one end.
6. Blow into the notch of each bamboo length. Each length will produce one of the twelve tones of the Chinese scale.
7. With a group of friends, play the national anthem of Republic of China.

In addition, other musical instruments could be made by stretching rubber bands of different thicknesses around a cardboard box. Percussion instruments could be made with boxes and tin cans of different sizes.

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Exercise #15

Mathematical Understandings

A mathematical inquiry exercise, "Mathematical Understandings" poses several problems for students to solve. Each problem is an exercise in mathematics and, hence, extends students' skills in deriving a precise solution. Moreover, each problem entails consideration of a major generalization about China and the world. Consequently, solution of each problem provides students with a quantitative understanding of the Chinese way of life.

To devise appropriate problems, the teacher reviews the major understandings to be developed during the study of China. From these understandings, the teacher selects these understandings which can be expressed mathematically. For example, a teacher might select the following understandings as the major understandings to be developed during the study.

1. More people follow the Chinese way of life than any other way of life in the world.
2. Most people in Asia are Chinese.
3. The People's Republic of China is much larger than the Republic of China.
4. The People's Republic of China suffers from a scarcity of arable land.
5. Most people in the People's Republic of China are farmers.

Mathematically, these understandings could be expressed in terms of proportions. To stimulate inquiry, the teacher could translate each understanding into the following questions.

1. What proportion of the world's population is Chinese?
2. What proportion of Asia's population is Chinese?
3. What proportion of the land of China is controlled by the People's Republic of China?

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4. What proportion of the land of the People's Republic of China is good farm land?

5. What proportion of the people of the People's Republic of China are farmers?

These problems could be solved by individuals or small groups of students. Their solutions could be expressed by fractions, per cents, or ratios. Further, students could be directed to translate their solutions into appropriate graphs. The teacher could then direct students to draw conclusions from the statistical evidence depicted in the graphs. In addition, the teacher could direct students to ask questions which test the validity of the conclusions.

Further, the teacher could enhance students' understandings by extending the major understandings into understandings about the non-Western world. Following the example of question #1, the teacher could translate the remaining understandings into the following questions.

2. What proportion of the non-Western world's population is Chinese?

3. What proportion of the non-Western world is controlled by the People's Republic of China?

4. What proportion of the land of the non-Western world is good farm land?

5. What proportion of the people of the non-Western world are farmers?

Similarly, the creative teacher could stimulate students' thinking from a global perspective by translating these same questions into questions about the world.

Exercise #16

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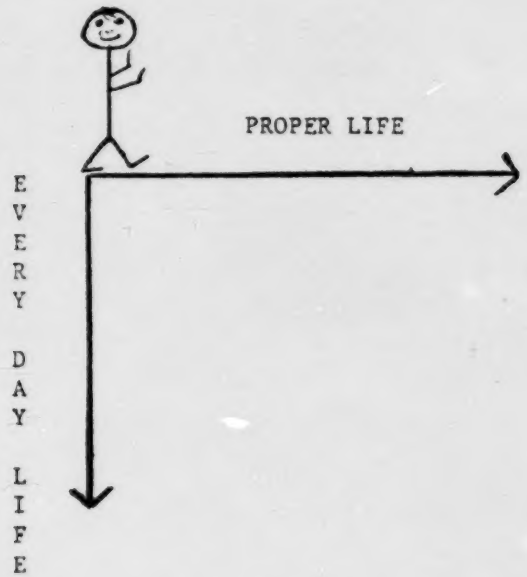
The Road of Life

A developmental exercise, "The Road of Life" stimulates students to reflect upon the differences between the ideal and the real life of the Chinese. To demonstrate these differences, the teacher draws the following diagram on the chalkboard or transparency.



While drawing the diagram, the teacher comments on the road of life. The teacher could say, "In traveling the road of life, the Chinese go in two directions. One direction is the direction in which they would like to travel; it is the way of proper behavior. The other direction is the direction in which many Chinese actually travel; it is the way of everyday behavior." After completing the diagram, the teacher could then ask, "In which direction do most Chinese travel?"

To aid students in answering this question, the teacher tells the life stories of several Chinese. These life stories might include the following:

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Li Chiang's Story[3]

As the oldest son, my parents loved me very much. I started to study in a private school at the age of eight. Of course, only the Confucian Classics were taught. I liked to study because of my father's encouragement. My father liked to recite poems and tell stories about the people who had become famous scholars. I married at the age of nineteen. At twenty-two I passed the examination and received the degree. Afterwards I became a teacher. Several years later, I was asked to serve as the principal of the elementary school of my county. If I were to refuse the request, they would think I was too proud, so I had to accept. As my father had done, so I encouraged my children to study hard. The most important thing for my family is not money but that the children may do something worthwhile.

Captain Yang's Story[4]

(as told by Liu Tsung who lived in the same village)

When Captain Yang was born, his family was very poor. He could not go to school. Ever since he was a boy, he was crafty, bold and full of wit. He spent his time swearing, teasing, and plotting against boys whom he did not like. He organized all the boys in the village into a group and led them in fights with the boys of other villages. These fights were reported to his father who praised Captain Yang highly. When Captain Yang was sixteen, he joined the army for five years. On returning home, he robbed three times for travel money. Captain Yang was married at twenty. His wife was tall and wild. Though she was not pretty, she was very clever and finely dressed. Captain Yang gambled and robbed people in the village. Later, he was killed by order of the judge.

After each story, the teacher could ask, "In which direction did this Chinese go?" Upon conclusion of the stories, the teacher could also ask, "In which direction do most Chinese travel?" Following discussion of this question, the teacher could then ask, "In which direction do most people travel?" With appropriate teacher direction, students will be led to an understanding of the road of life as the same road which we all travel. Empathy for the Chinese is the major result of the exercise.

[3]This and the following story is based on true life stories included in Hsiao-Tung China's Gentry (Chicago: University of Chicago, 1953) pages 149-172.

[4]Ibid., pages 242-268.

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Exercise #17

Three Questions

During the study of an important event in China, a useful technique to extend students' inquiry skills is "three questions." Asked by the teacher, the questions are:

What happened?
Why did it happen?
What might happen next?

In order to stimulate student inquiry, the teacher also provides sufficient sources from which the students can discover the answers to the "three questions."

For example, in discussing President Nixon's trip to China in February, 1972, the teacher asks three questions:

What happened when President Nixon visited China?
Why did President Nixon visit China?
What might happen next in China and the United States after President Nixon's visit?

The questions are posed and answered in sequence. With the teacher's direction, students' answers are placed on the chalkboard or transparency as well as discussed orally.

A possible set of answers to the first question might include:

Question: What happened when President Nixon visited China?

Answers: He went to China and had lots of fun.
The Chinese seemed to like President Nixon.
Red China and the United States became friends.

To initiate development of an accurate understanding of this event, the teacher could insert the date of the President's visit. Moreover, the teacher could change the phrase "Red China" to the proper name of the nation- the People's Republic of China, which the President visited. Additional information or

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corrections could be made depending upon the teacher's objectives for a particular class.

A possible set of answers to the second question might include:

Question: Why did President Nixon visit China?

Answers: To talk with the leaders.
To get away from the problems at home.
To achieve peace in the world.

If students do not know why President Nixon visited China, the teacher could ask, "What guesses can you make that would explain why President Nixon visited China?" During the course of the study, the teacher could then direct students to determine if their answers were true.

A possible set of answers to the third question might include:

Question: What might happen next in China and the United States after President Nixon's visit?

Answers: There might be a war.
There will be peace throughout the world.
The leaders of China might visit the United States.

Unlike the previous questions, this question asks students to speculate about future consequences. Like the second question, however, it encourages students to engage in imaginative, original thinking. As in all teaching, moreover, it must be tested by students according to the available sources of information.

Appropriate sources of information for students include newspaper stories, magazine articles, pictures, cartoons, tapes of radio and television accounts. Some of this information could also be included in a bulletin board on the President's visit. With this information readily available, the "three questions" enable students to define a significant problem, reflect upon its causes, and seek relationships between causes and effects. Equally important, the "three questions" technique could be asked of a small group, a large group, or individual students in order to stimulate inquiry.

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Exercise #18

When I think of China...

An interpretation inquiry exercise, "When I think of China..." asks students to associate an idea, a behavior, or thing to the word "China." The association may be requested in discussion or in writing. Depending upon the objectives of the teacher, moreover, the association may be free or limited to specific relationships. If free, student responses provide excellent indicators of understandings and misunderstandings. For example, "free" student responses might include the following:

1. When I think of China, I think of the most far-off place on earth.
2. When I think of China, I think of the hole I dug in my back yard. I know if I dig deep enough, I will come up in China.
3. When I think of China, I think of ping-pong.
4. When I think of China, I think of lots and lots of people.
5. When I think of China, I think of dishes.

From the students' responses, the teacher is alerted to misunderstandings which must be unlearned as well as understandings which must be developed in the study of China. Moreover, students' responses offer an opportunity for evaluating students' skills in distinguishing statements of fact from opinion during the study of China. The above responses, for example, could be translated into statements of fact or opinion. As each statement is considered in class, the teacher could ask, "Is this statement a fact or an opinion?

If students' responses are limited, they could become takeoff points for extending students' knowledge and skills. The last response noted above,

for example, could become a takeoff point for building students' vocabulary of Chinese things. To do so, the teacher could ask, "How many words do you know which begin with the letters - C H I N A?" As the students suggest words, the words could be placed on the chalkboard or a special bulletin board. A similar list could be begun by using the letters - C H I N E S E.

A partial list of words illustrative of the above strategy might include the following:

CHINA + man = Chinaman

CHINA + town = Chinatown

CHINA + ware = Chinaware

CHINESE + lantern = Chinese lantern

CHINESE + puzzle = Chinese puzzle

CHINESE + checkers = Chinese checkers

An alternative strategy for extending students' vocabulary, by association, is to use the alphabet as the key to a word list. On a sheet of paper, for example, the word China could be placed at the top. Below it, arranged in two columns, would be the letters of the alphabet. After each letter would be a line on which the student would write the name or draw a picture of a Chinese thing. A correct response would be a name or picture beginning with the appropriate letter of the alphabet.

Illustrative words for an "alphabet" word list of Chinese things, behaviors, or ideas might include the following:

A aster

B book

C Confucian

D dragon

E emperor

Completion of the word list could be an on-going project during the study of China.

Exercise #18

Where Is the Flowery Kingdom?

An initiatory exercise, "Where is the Flowery Kingdom?" stimulates interest by directing students to discover the location of the Flowery Kingdom. Provided with maps and clues by the teacher, students discover the Flowery Kingdom is now known as China. Using "home-made" or commercial transparencies, maps are presented with the overhead projector; duplicate copies of the maps are also distributed to students for further study. Usually four maps are used: a map of the world which includes data about bodies of water, continents, and size (scale); a map of regions of the world; a map indicating nations within the region under study; and a map of the Flowery Kingdom (China).

Depending upon predetermined instructional objectives, clues include the following:

1. The Flowery Kingdom is located in the largest land area of the world.
2. The Flowery Kingdom is located in a land where the climate is varied.
3. The Flowery Kingdom is located in a land which contains about two-thirds (2/3) of the world's people.
4. The Flowery Kingdom is located in a land in which many people have lived for a long time.
5. The Flowery Kingdom is located in a land with many different ways of life.
6. The Flowery Kingdom is located in a land in which most of the people are non-white.
7. The Flowery Kingdom is located in a land on which most people make their living by farming.
8. The Flowery Kingdom is located in a land in which most people are not Christian.
9. The Flowery Kingdom is located in a land in which there are more cities with populations in excess of one million people than in the United States.
10. The Flowery Kingdom is located in a land in which old ways are more often followed than new ways.
11. In the Flowery Kingdom, the land is not level.

12. In the Flowery Kingdom, much land does not receive enough rain for raising crops.

13. In the Flowery Kingdom, much of the good land is flooded for farming.

14. In the Flowery Kingdom, good land is scarce.

15. In the Flowery Kingdom, one fourth (1/4) of the world's people live.

16. In the Flowery Kingdom, more than four times as many people live as in the United States.

17. In the Flowery Kingdom, most of the people are farmers.

18. In the Flowery Kingdom, the farmers have to produce more from a piece of land than do American farmers.

19. In the Flowery Kingdom, food is often not overly abundant.

20. In the Flowery Kingdom, many things are made by hand.

The presentation of the clues is variable. Some teachers prefer to give each clue orally. Other teachers prefer to place each clue on a slip of paper, fold it, and place it in a bowl; individual students choose a clue from the bowl and read it to the class. Other ways of presentation can be devised by the creative teacher.

As each clue is introduced, the teacher asks "Now that you have this information, what additional information would be most important to you in locating the Flowery Kingdom? As each map is studied during the discussion of the clues, the teacher asks "Where would you locate the Flowery Kingdom on this map?" During the discussion of the clues and maps, the teacher directs students to accumulate data, form hypotheses, and test hypotheses in the light of new data. After discovering the location of the Flowery Kingdom from the clues and maps, the teacher asks "Tell me in your own words another name for the Flowery Kingdom." Together, the clues, maps, and discussion induce students to identify the Flowery Kingdom as China.

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Exercise #20

You're a Good Man Brown Charley

A culminating exercise, "You're a Good Man Brown Charley" challenges students to choose among different behaviors in order to determine the way to the good life in old China. Prior to administration of the exercise, the teacher reviews the major features of the Chinese social tradition. In the review, the teacher includes identification of Confucius as a teacher of the good life in old China. In addition, the teacher includes description of the major aims, teachers, and followers of the Confucian way. Following the review, the teacher could say:

"Suppose you were born in China. Your family name is Brown; your first name is Charley. Of course, your family name comes first like all other Chinese. As a result, your name is Brown Charley. If you wanted your family and neighbors to say 'You're a good man Brown Charley,' what would you do to lead a good life? Would you:

1. Depend upon yourself rather than your family?
2. Try to be a good son of the family?
3. Follow the rules of behavior towards all people?
4. Live up to the family name?
5. Get married and have a small family?
6. Treat everyone equally?
7. Find some friends and form a gang?
8. Go to school and learn to read and write?
9. Work at a job different from your father?
10. Allow your grandparents to live with you?"

Other questions appropriate to the study could also be asked by the teacher.

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To aid students in answering the questions, the teacher directs students to establish a purpose and appropriate standards for evaluating each behavior. From the responses of students, several generalizations are drawn out by the teacher. These generalizations might include:

1. Chinese differ as to the meaning of the good life.
2. Chinese who follow the teachings of Confucius lead the good life.
3. Confucius taught his followers that those in authority should be honored according to their positions.
4. Confucius taught his followers that some people work with their heads but most work with their hands.
5. Confucius taught his followers to be good family members by honoring parents, grandparents, and ancestors.

Additional insight in the nature of the good life can be stimulated by students exchanging roles with Brown Charley. The teacher could say, "Suppose you were born in the United States. Your name is Charley Brown. If you wanted your family and neighbors to say, 'You're a good man Charley Brown,' what would you do to lead a good life? Then, the teacher could ask the same questions as were asked of Brown Charley. From the responses of students, appropriate generalizations as to the good life in the United States are also drawn out by the teacher.

Further, the teacher could direct students to contrast and compare the behaviors chosen by Brown Charley and Charley Brown to the good life. The contrasts and comparisons might include discussion of the role of the individual, the group, the family, and teachers in determining the way to the good life. A useful springboard for the discussion is the reversal of names as an indicator of cultural differences. From the discussion, students learn that both Chinese and Americans seek the good life, but differ as to the method of its attainment.

A Bibliographic Note

Although limited, a variety of learning materials on China are available to elementary teachers. Especially useful as a resource and curriculum guide is China edited by Arlene Posner and Arne de Keijzer (Chicago: University of Chicago, 1973). In addition, specific student materials are noted in James Hantula's Introducing Asian Studies in Elementary Education: China and India (Columbus, Ohio: Service Center for Teachers of Asian Studies, 1972) and his guide to a one semester elective on the non-Western world entitled Foreign Studies: Teacher's Guide (Cedar Falls, Iowa: University of Northern Iowa, 1970). Both of these publications include suggestions for a possible approach to teaching about China.

To keep informed of the increasing quantity of instructional materials on China, many elementary teachers have found Focus on Asian Studies to be particularly valuable. Issued several times during the year, Focus on Asian Studies is published by the Service Center for Teachers of Asian Studies. It can be obtained from:

Service Center for Teachers of Asian Studies
29 West Woodruff Avenue
Columbus, Ohio 43210.

Its scope, however, is all of Asia. In contrast, the Newsletter published by the National Committee on United States-China Relations indicates current "happenings" in Chinese studies. It can be obtained from:

National Committee on United States-China Relations
777 United Nations Plaza
New York, New York 10017.

Current information and suggestions for teaching are also indicated in the newsletter published by the Project on Asian Studies Education. Entitled Understanding China, it can be obtained from:

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Project on Asian Studies in Education
300 Lane Hall
The University of Michigan
Ann Arbor, Michigan 48104.

Finally, creative elementary teachers can transform authentic materials into meaningful learning devices. Among these materials are the publications which are available from the People's Republic of China (mainland China) and the Republic of China (Taiwan). The former can be obtained from:

China Books & Periodicals
125 Fifth Avenue
New York, New York 10003.

The latter can be obtained from:

Chinese Information Service
100 West 32nd Street
New York, New York 10001.

These materials, of course, often reflect the bias of the sponsoring government. Hence, they must be used with professional discretion.

A similar caution may not be necessary as to the relevant publications which are available from the agencies of the United States government or the United Nations Agencies. Most official United States' publications are available from:

Superintendent of Documents
U.S. Printing Office
Washington, D.C. 20402.

Publications issued by United Nations Agencies are available from:

Unipubl, Inc.
P.O. Box 433
New York, New York 10016.

By adapting these learning materials in accordance with the specific objectives of instruction and the developmental level of students, a hundred flowers will bloom in the elementary classroom.